

# Pupil Premium Strategy Statement for Disadvantaged Pupils

## School overview

Metric	Data
School name	Braunton Academy
Pupils in school	735
Proportion of disadvantaged pupils	164 pupils -22% FSM/Ever pupils – 49/57= 106 Adopted - 7 pupils CIC – 5 pupils Forces – 61 pupils (some students overlap in two categories)
Pupil premium allocation this academic year	FSM/EVER 6 £83,836 Forces £17,275 Adoption £11,883 CIC £4,600 TOTAL = £117,594
Academic year or years covered by statement	2019/20-2021/2022
Publish date	December 2019
Review date	September 2020 for short review and impact September 2022 for full review and impact
Statement authorised by	Meriel Frost
Pupil premium lead	Angelique Sayer
Governor lead	Mark Juby

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.83
Ebacc entry	41.67%
Attainment 8	35.13
Percentage of Grade 5+ in English and maths	0%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<ul style="list-style-type: none"> <li>Achieve top quartile for progress made by disadvantaged students amongst similar schools</li> </ul>	Sept 22

Attainment 8	<ul style="list-style-type: none"> <li>• Achieve national average for attainment for all pupils</li> </ul>	Sept 22
Percentage of Grade 5+ in English and maths	<ul style="list-style-type: none"> <li>• Achieve national average for attainment for all pupils</li> </ul>	Sept 22
Attendance	<ul style="list-style-type: none"> <li>• To improve attendance of disadvantaged students, in line with the rest of the school and national averages. FSMs is to be a particular focus.</li> </ul>	Sept 22

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Focusing on vocabulary development, Tier 2 and 3, in lessons as a means to improve students' academic and social opportunities.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Further develop a reading culture through Accelerated Reader, P6 private reading, library groups, staff modelling.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>Live marking and live feedback in lessons to improve understanding and to help progression.</li> </ul>
Barriers to learning these priorities address	Addressing any low levels of literacy and misconceptions in lessons.
Projected spending	£58,638

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>To introduce the 360 Pupil Profile.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>Literacy and Maths interventions across KS3 and KS4 for disadvantaged pupils.</li> <li>Bespoke Year 11 interventions in all subjects where required.</li> <li>Learning mentors and Teaching Assistants used to help address barriers to learning.</li> </ul>
Barriers to learning these priorities address	<p>Addressing any low levels of literacy and maths skills.</p> <p>Individual barriers to learning, such as lack of motivation, organisation, resources and unproductive learning behaviours.</p>
Projected spending	£29,319

## Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>To improve attendance of disadvantaged students with a focus on FSM.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>To develop character through <i>Learning from Experience</i>. Encouraging wider participation in school activities, clubs, trips and extracurricular programmes.</li> </ul>
Barriers to learning these priorities address	Lack of opportunities to gain cultural capital and to enrich experience.
Projected spending	£29,319

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Ensuring enough time is given over to allow for staff professional development</li> </ul>	<ul style="list-style-type: none"> <li>Use of INSET days, CDP sessions and meeting time.</li> <li>Support for external training as appropriate.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Ensuring enough time is available for Maths and English teachers or HLTAs to support individuals or small groups.</li> <li>Learning mentors being available where required.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure there is sufficient capacity withing staffing to facilitate intervention groups.</li> <li>Disadvantaged pupils to be given priority places in any intervention group.</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>To broaden a student's cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the <i>Learning from Experience</i> offer to ensure students take up enrichment opportunities, trips, extra-curricular activities and leadership opportunities.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
<ul style="list-style-type: none"> <li>To introduce a programme of CPD focusing on metacognition and self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>This has been well established within teaching and learning but continues to be a focus as a school target.</li> </ul>
<ul style="list-style-type: none"> <li>To develop a structure for Maths and Literacy support.</li> </ul>	<ul style="list-style-type: none"> <li>A maths HLTA and English HLTA have been engaged to provide intervention sessions.</li> </ul>
<ul style="list-style-type: none"> <li>The Trips Policy was reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>New scheduling of trips was introduced and financial assistance was made available to disadvantaged students to participate.</li> </ul>